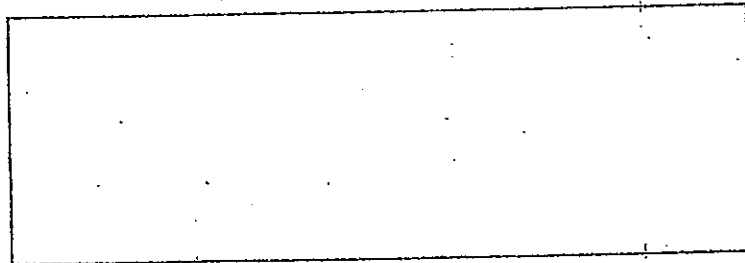


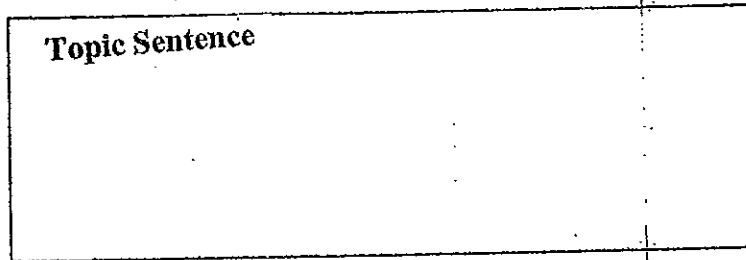
The Five-Paragraph Essay

Introduction
+
Thesis Statement

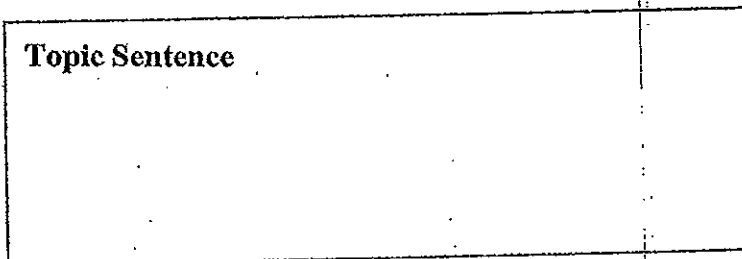


Body

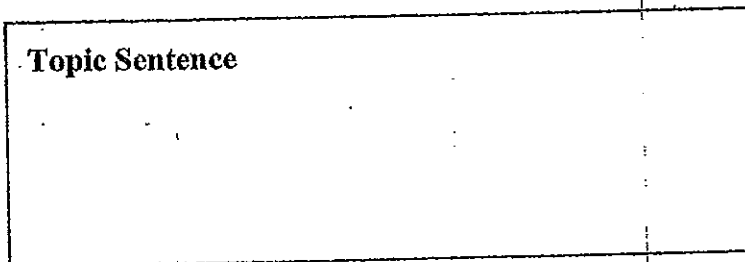
Topic Sentence



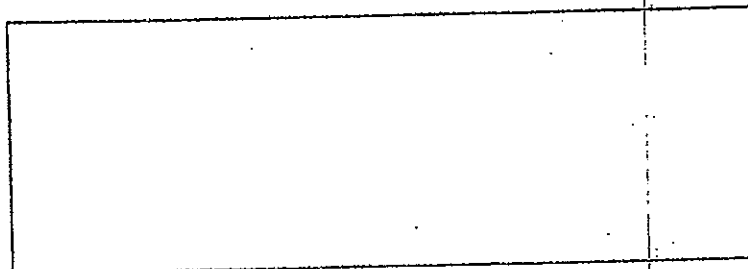
Topic Sentence



Topic Sentence



Conclusion



Name: _____ Class: _____ Date: _____

K-W-L Chart

A K-W-L chart helps you organize your research. Before you write an essay, fill in "K" with what you already know about the topic. In the "W" box, jot down your questions to help you direct your research. Write your discoveries in the last column, "L."

Available
as a PDF at
scholastic.com/scope

K: What I Know	W: What I Want to Know	L: What I Learned

Name: _____ Class: _____ Date: _____

Plot Diagram

Available
as a PDF at
scholastic.com/scope

The **plot** of a story is the action that takes place in it. But a plot isn't just a random series of events. In most fiction, the plot follows a path where a problem arises, builds, and is resolved. Use the graphic organizer below to identify important plot points from *Hotel for Dogs* in this issue of *Scope*, or from any other fiction you read.

3 CLIMAX How does the problem reach its worst point? What does the character do to make this a turning point? _____

2 RISING ACTION What happens to make the problem worse or more serious? _____

4 FALLING ACTION How is the solution to the problem carried out? _____

1 OPENING What do you find out about the main character? What is the main problem he/she faces? _____

5 RESOLUTION What is the final result? _____

PREDICTION CHART

Pages	What I Predict	What Happens

Be a News Hound—Sniff Out the Facts

Most news stories use the “five *W*’s and one *H*” method to convey information. That means they answer five *W* questions and one *H* question: who, what, where, when, why, and how. Use the organizer below to analyze and identify those elements in a news story in this issue of *Current Events*.

Headline: _____

W

Who is featured in this story?

W

What happened?

W

Where did the events take place?

W

When did the events occur?

W

Why did this happen?

H

How did these events happen?

The Four-Paragraph Analysis Essay

Introduction
&
Thesis Statement

Hook

Thesis Statement: In one sentence state the main idea of the essay.

Body

Topic Sentence:

Identify one supporting idea for thesis.
Support this idea with evidence from the
the article—Quotes.

Topic Sentence:

Identify one supporting idea for thesis.
Support this idea with evidence from the
the article—Quotes.

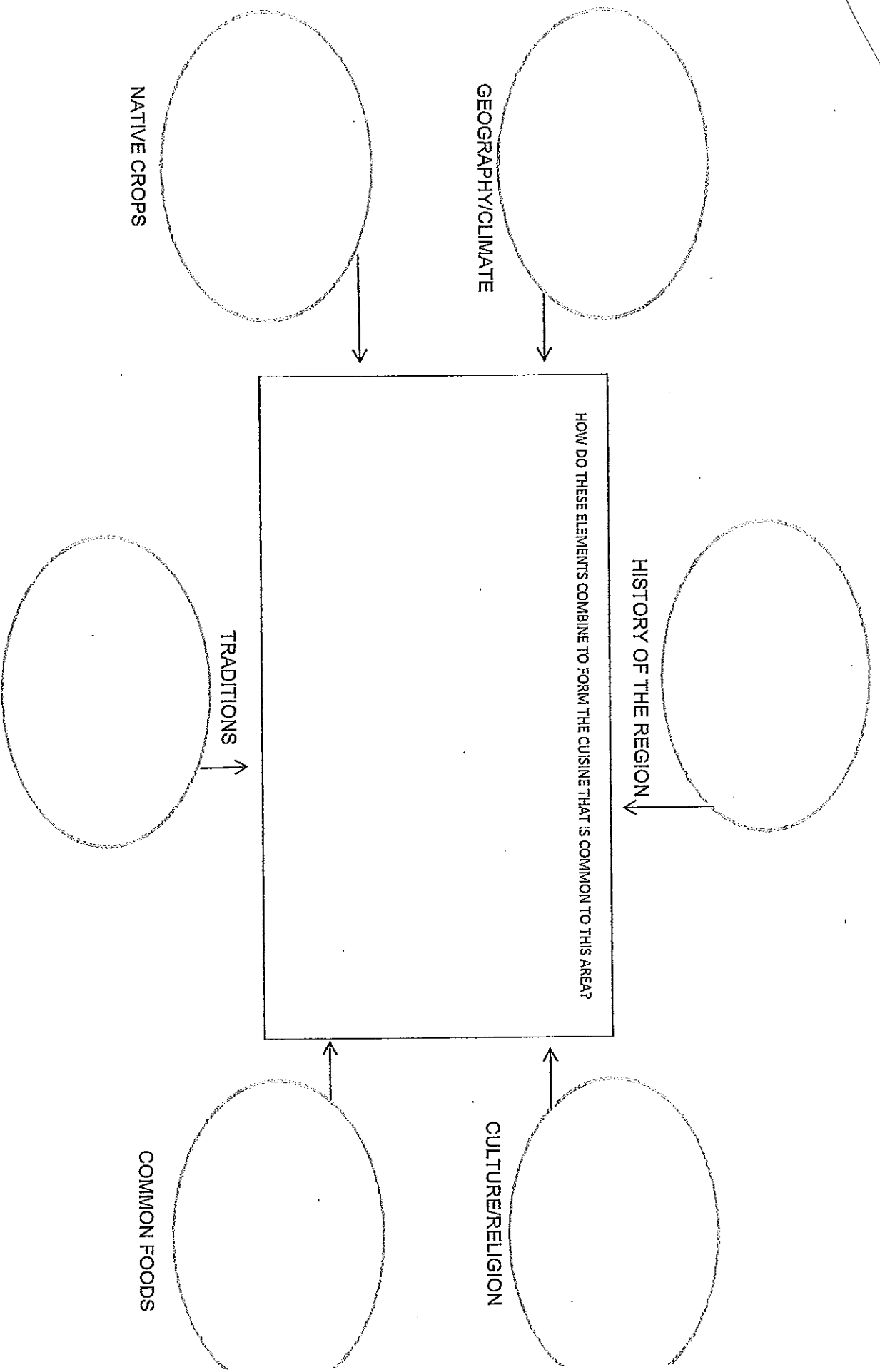
Conclusion

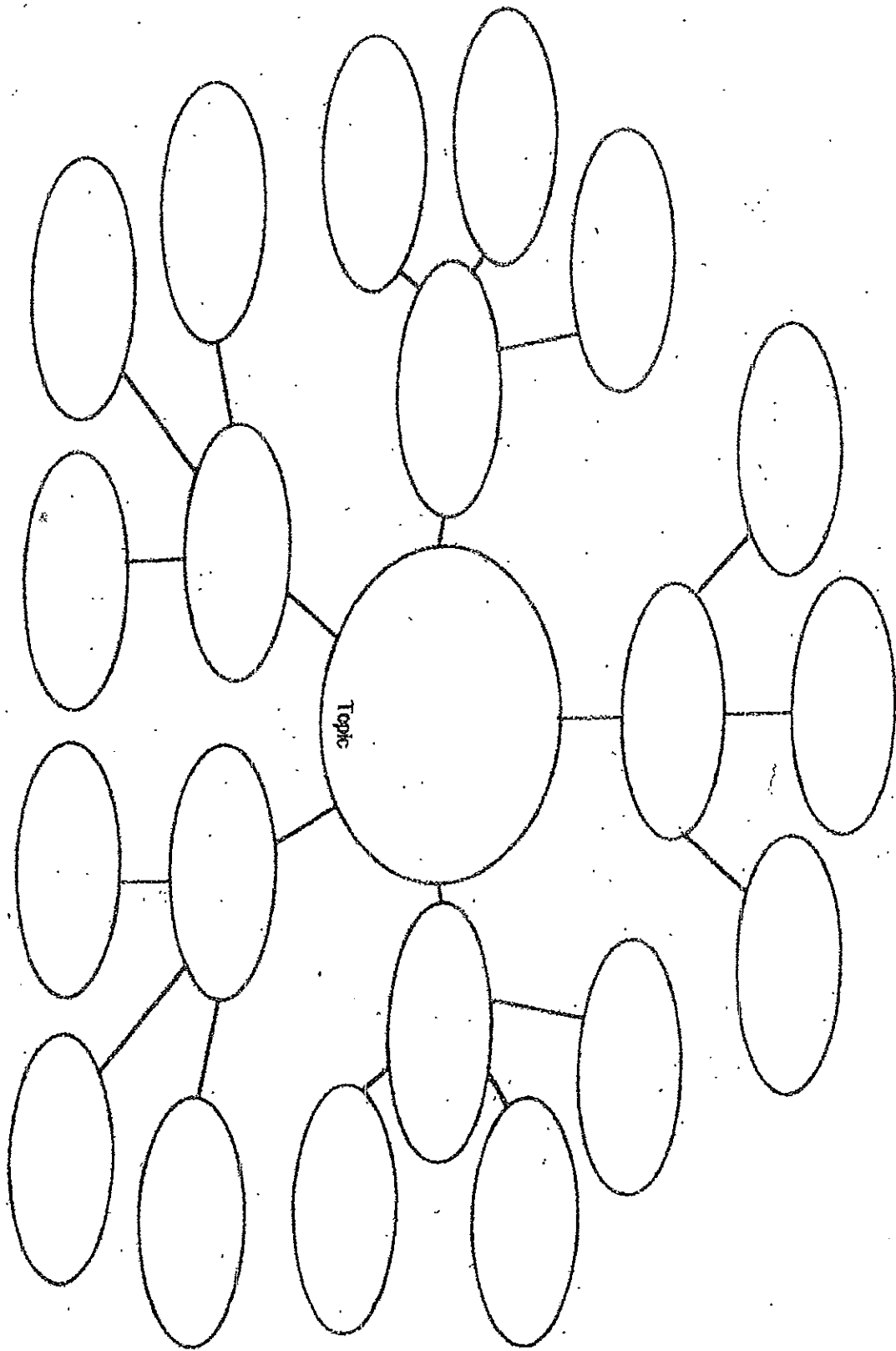
Student provides insight into or makes connections with the above essay content, i.e. discuss what you learned from reading and writing about this topic? What connections can you make between the content of your essay and your life?

EXPONENTS

Law of Exponents	Examples	Definition or Meaning
$x^1 = x$		
$x^0 = 1$		
$x^{-1} = \frac{1}{x}$		
$x^m x^n = x^{m+n}$		
$\frac{x^m}{x^n} = x^{m-n}$		
$(x^m)^n = x^{mn}$		
$\left(\frac{x}{y}\right)^n = \frac{x^n}{y^n}$		

Important Ideas from Text	Your Response





2-year or community college

4-year public university

4-year private university

Vocational school

Apprenticeship/traces

Military

Full-time job

7 top pros and their sources

1.

2.

3.

4.

5.

6.

7.

Top Three for Me

CREDIT BASICS

Name _____
Name _____
Name _____
Date _____ Block _____

Select one of the following topics. You will be the expert who teaches the rest of the class about this area of credit.

Types of Credit, pages 501-503

The Pros and Cons of Using Credit, pages 503-504 plus handout

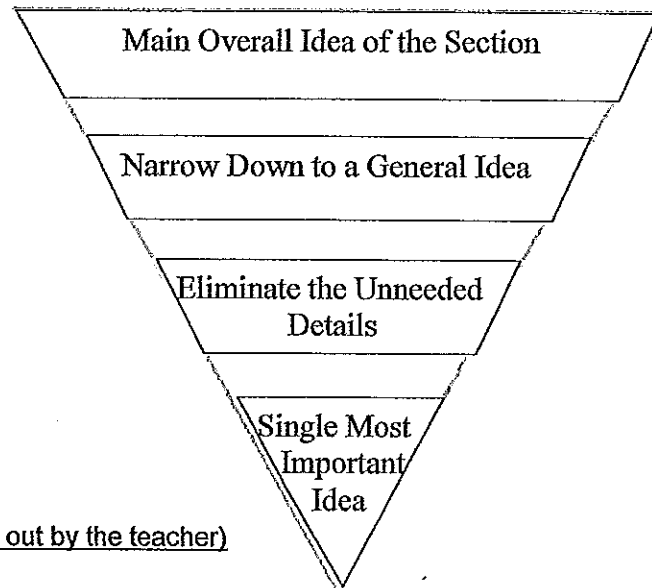
Applying for Credit, pages 504-505

Why Credit Costs and Shopping for Credit, pages 505-507

Credit Contracts, pages 507-509

Using Credit Wisely, pages 509-510

Organize your information on a large sheet of paper using the note style below. Your diagram should look like an inverted pyramid.



Rubric (to be filled out by the teacher)

Overall Main Idea accuracy

5 4 3 2 1

Narrowed Down General Idea accuracy

5 4 3 2 1

Elimination of Unneeded Details accuracy

5 4 3 2 1

Single Most Important Idea accuracy

5 4 3 2 1

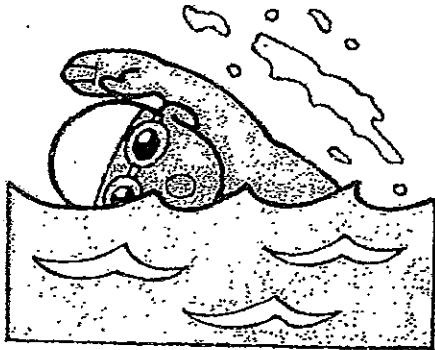
Presentation

5 4 3 2 1

_____/25 total

Levels of Questions

Literal Questions:



See - Who, what, where, when

Think - Right there questions

Do - Read the lines
Scan and copy the answer.

See - Sequence, retell, compare, summarize, cause and effect

Think - several parts of the text

Do - Read all of the lines *
Read the entire text to find the pieces.

Inferential Questions:

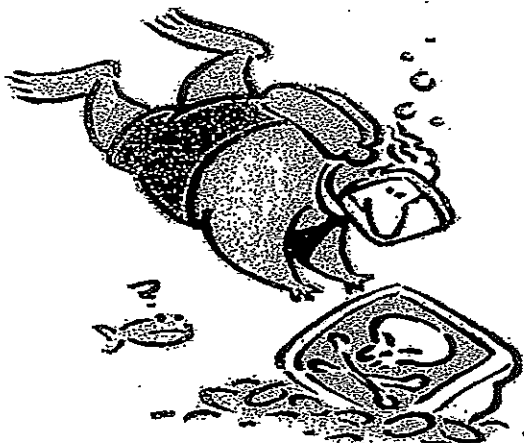


See - Predict, draw conclusions, obtain
The moral or the theme, visualize

Think - The author and you

Do - Read between the lines
Combine your own experiences with
the information in the text

Critical Questions:



See - How you feel or think...?
What would you do...?

Think - On my own

Do - Think beyond the lines
Give your opinion, make a
judgement



Name _____
Block _____
Date _____
Title: _____

Questioning Activity

Directions: Asking questions while you read is a very effective way to keep you interested while you read. It also gives you a purpose for reading and ensures you're actively engaged in what you're reading. The bottom line... The more you ask questions BEFORE, DURING, or AFTER you read, the better the chances are that you'll actually COMPREHEND what you're reading. For this activity write down any questions you have before, during, or after reading the article.

BEFORE QUESTIONS	
1)	
2)	
3)	
DURING QUESTIONS	
1)	
2)	
3)	
AFTER QUESTIONS	
1)	
2)	
3)	



Quick Write: Now that you've spent time documenting and sharing your questions take some to reflect upon your learning. *Explain* how asking questions helped you better understand what you were reading... You think this because...